




2004 AMENDMENTS to the Program of Studies: Junior High Schools

1. **Replace** (2003) front-end pages i to iv and Preamble pages 1 to 6 with **revised** (2004) front-end pages i to iv and Preamble pages 1 to 5
2. SECOND LANGUAGES
 - **Replace** the Second Languages title page, following the Second Languages divider.
 - **Insert new** Italian Language and Culture Grades 7–8–9, pages 1 to 39, following German Language and Culture Grades 7–8–9, page 37.

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amend.
2004
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CURR
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PROGRAM *of* STUDIES

Junior High Schools

This Program of Studies is issued under the authority of the Minister of Learning pursuant to section 39(1) of the *School Act*, Revised Statutes of Alberta 2000, Chapter S-3 with amendments in force as of January 1, 2002.



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This document reflects changes in the program of studies for junior high schools up to June 2004.

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PROGRAM OF STUDIES: JUNIOR HIGH

2004 CONTENTS

PREAMBLE

Introduction	1
Program Foundations	2

Religious and Patriotic Instruction	4
Learning Resources	5

Course	A. Program Rationale and Philosophy	B. General Learner Expectations	C. Curriculum Standards/ Specific Learner Expectations
All programs of study are available for viewing and downloading at < http://www.learning.gov.ab.ca > under Kindergarten to Grade 12, Curriculum, Curriculum by Subject.			
HEALTH AND LIFE SKILLS	2002	2002	2002
LANGUAGE ARTS			
English Language Arts	2000	2000	2000
Ukrainian Language Arts	2003	2003	2003
MATHEMATICS			
Grade 7	1996	1996	1996
Grade 8	1997	1997	1997
Grade 9	1996	1996	1996
PHYSICAL EDUCATION	2000	2000	2000
SCIENCE	2003	2003	pp. 21, 29 2001
SOCIAL STUDIES	1989	1989	2003
CAREER AND TECHNOLOGY STUDIES			1989
Career and Technology Studies [applies to all 22 strands]	1999		C22–C23 1993
Agriculture	p. 4 2004		
Career Transitions	1997	1997	
	2000	1999	
	p. 11 2004	p. 26 2000	
		p. 15 2002	
		pp. 13, 18, 21 2003	
		pp. 14, 17, 20,	
		23–25 2004	
Communication Technology	1999	1999	
	p. 11 2004	pp. 16, 23, 31 2002	
		p. 13 2003	
Community Health	2001	p. 17 2004	
		2001	
		p. 17 2003	
Construction Technologies	1997	1997	
	p. 11, 1998	p. 18 1998	
Cosmetology Studies	1997	1997	
	p. 11 2002	pp. 17–19, 21, 22,	
	p. 12 2003	25, 26,	
		29–44 2002	
Design Studies	1997	1997	
Electro-Technologies	2000	2000	
	pp. 11, 12 2004	p. 23 2003	
		p. 25–42 2004	
Energy and Mines	1997	1997	
Enterprise and Innovation	1997	1997	
Fabrication Studies	2000	2000	
	p. 11 2003	pp. 17, 22, 27–37	
		2003	
Fashion Studies	1997	1997	
Financial Management	2000	2000	
	pp. 9, 11 2003	pp. 22, 23 2003	

The dates in the grid indicate the most current and up-to-date sections in each program of studies.

Course	A. Program Rationale and Philosophy	B. General Learner Expectations	C. Curriculum Standards/ Specific Learner Expectations
All programs of study are available for viewing and downloading at < http://www.learning.gov.ab.ca > under Kindergarten to Grade 12, Curriculum, Curriculum by Subject.			
Foods	1997 p. 11 2004	1997 pp. 18, 19, 25, 27 2004	
Forestry	1999	1999	
Information Processing	1999 pp. 9, 12 2002 p. 11 2003	1999 pp. 19, 20, 28–43 2002 pp. 13, 17 2003	
Legal Studies	1997	1997	
Logistics	1997	1997	
Management and Marketing	1999 p. 11 2002	1999 p. 27 2002	
Mechanics	1997 p. 11 1998	1997 pp. 21, 34 1998	
Tourism Studies	1997	1997	
Wildlife	1997	p. 18 2002 1997	
ENVIRONMENTAL AND OUTDOOR EDUCATION	1990	1990	1990
FINE AND PERFORMING ARTS			
Art	1984	1984	1984
Drama	1989	1989	1989
Music	1988	1988	1988
INFORMATION AND COMMUNICATION TECHNOLOGY	2000	2000	2000
INTEGRATED OCCUPATIONAL PROGRAM			
English Language Arts	1992	1992	1992
Practical Arts/Occupational Component	1992	1992	1992
Social Studies	1992	1992	1992
Mathematics	Copies of the interim 1992 programs of study are available for purchase from the Learning Resources Distributing Centre.		
Science			
NATIVE LANGUAGES			
Blackfoot Language and Culture Program	1990	1990	1990
Cree Language and Culture Program	1989	1989	1989
RELIGIOUS OR ETHICAL STUDIES			
Ethics	1989	1989	1989
SECOND LANGUAGES			
French as a Second Language	1992		
Beginning Level		1992	1992
Intermediate Level		1993	1993
German Language and Culture	2003	2003	2003
Italian Language and Culture	2004	2004	2004
Spanish Language and Culture	2003	2003	2003
Ukrainian as a Second Language	1984	1984	1984

INTRODUCTION

Program of Studies

The *Program of Studies* identifies the outcomes for the core and optional learning components for Kindergarten to Grade 12. Content is focused on what students are expected to know and be able to do.

Though organized into separate subject, course or program areas, there are many connections across the curriculum. Students see the world as a connected whole rather than as isolated segments. Integrating across content areas, and providing ways for students to make connections, enhances student learning. The reporting of student progress should, nevertheless, be in terms of the outcomes outlined in courses of study for each subject area.

Within any group of students there is a range of individual differences. Flexibility in planning for individuals within a group is needed. Therefore, school organization and teacher methodology are not mandated at the provincial level and may vary from class to class and school to school in order to meet student needs.

For guidelines and regulations relating to school programs and organization for instruction, refer to the *Guide to Education: ECS to Grade 12*, available for viewing and downloading from the Alberta Learning Web site. Print copies are available for purchase from the LRC.

Basic Learning Resources

Alberta Learning authorizes a variety of resources to support the programs of study. Complete listings of all resources can be found in the *Learning Resources Centre Resources Catalogue*, or electronically through the:

- LRC Web site at www.lrc.learning.gov.ab.ca.

Resource listings can also be accessed through the:

- Authorized Resources Database at www.learning.gov.ab.ca under Kindergarten to Grade 12, Curriculum and Resources, Curriculum Resources.

Alberta Learning Web Site

Information covering all areas of Kindergarten to Grade 12 education in Alberta, including curriculum and resources, can be found at www.learning.gov.ab.ca under Kindergarten to Grade 12.

PROGRAM FOUNDATIONS

Alberta's Learning System^①

Vision

The best learning system in the world.

Mission

Alberta Learning, through its leadership and work with stakeholders, ensures that learners are prepared for lifelong learning, work and citizenship so they are able to contribute to a democratic, knowledge-based and prosperous society.

Core Businesses

Support the Learning System: Lead, Promote, and Support Excellence in the Learning System through Adult Learning, Apprenticeship and Industry Training, Basic Learning, and Learner Transitions

Goal 1 – High Quality Learning Opportunities for All

Support the Learner: Provide Opportunities for Learner Success through Adult Learning, Apprenticeship and Industry Training, Basic Learning, and Learner Transitions

Goal 2 – Excellence in Learner Outcomes

Support the Ministry to Ensure Excellence of the Learning System through Communications, Corporate Services, Information and Strategic Services, and System Improvement and Reporting

Goal 3 – Highly Responsive and Responsible Ministry

Principles

Learner Centred

- The lifelong learning system is focused on the learner.

Accessible

- Albertans have access to affordable, quality learning opportunities.

Collaborative

- Learning is a lifelong human endeavor that best occurs when partners and stakeholders work together to provide a holistic approach and a supportive environment.

Accountable

- The learning system is accountable to Albertans for quality results, system sustainability, and fiscal responsibility.

Responsive

- The learning system is flexible and meets and anticipates learner need.

Innovative

- The learning system demonstrates leading edge innovation for improved results.

Equitable

- Albertans have equitable access to lifelong learning opportunities.

Values

- Respect
- Integrity
- Trust
- Openness
- Caring

^①Excerpted from the *Alberta Learning 2004–2007 Business Plan*, March 2004. This plan is available on the Alberta Learning Web site at www.learning.gov.ab.ca.

Goals and Standards Applicable to the Provision of Basic Education in Alberta^①

A basic education must provide students with a solid core program, including language arts, mathematics, science and social studies.

Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness which will help to prepare them for participation in the global economy.

Student Learning Outcomes

Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:

- read for information, understanding and enjoyment
- write and speak clearly, accurately and appropriately for the context
- use mathematics to solve problems in business, science and daily-life situations
- understand the physical world, ecology and the diversity of life
- understand the scientific method, the nature of science and technology, and their application to daily life
- know the history and geography of Canada and have a general understanding of world history and geography
- understand Canada's political, social and economic systems within a global context
- respect the cultural diversity and common values of Canada

- demonstrate desirable personal characteristics, such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals
- recognize the importance of personal well-being, and appreciate how family and others contribute to that well-being
- know the basic requirements of an active, healthful lifestyle
- understand and appreciate literature, the arts and the creative process
- research an issue thoroughly, and evaluate the credibility and reliability of information sources
- demonstrate critical and creative thinking skills in problem solving and decision making
- demonstrate competence in using information technologies
- know how to work independently and as part of a team
- manage time and other resources needed to complete a task
- demonstrate initiative, leadership, flexibility and persistence
- evaluate their own endeavours and continually strive to improve
- have the desire and realize the need for lifelong learning.

Standards for Student Learning

The Minister of Learning defines acceptable standards and standards of excellence for student achievement in consultation with Albertans. Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Learning assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in the Student Learning Outcomes (outlined above), the Alberta Programs of Study, provincial achievement tests, diploma examinations and graduation requirements.

^① Excerpted from the *K-12 Learning System Policy, Regulations and Forms Manual*. This manual is available on the Alberta Learning Web site at www.learning.gov.ab.ca.

Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options, including the use of technology, distance learning and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behaviour, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practise employability skills. The Minister of Learning provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

RELIGIOUS AND PATRIOTIC INSTRUCTION

The following section of the *School Act* focuses on religious and patriotic instruction. It is cited here for the information of administrators and teachers.

SECTION 50(1) A board may

- (a) prescribe religious instruction to be offered to its students;
- (b) prescribe religious exercises for its students;
- (c) prescribe patriotic instruction to be offered to its students;
- (d) prescribe patriotic exercises for its students;
- (e) permit persons other than teachers to provide religious instruction to its students.

(2) Where a teacher or other person providing religious or patriotic instruction receives a written request signed by a parent of a student that the student be excluded from religious or patriotic instruction or exercises, or both, the teacher or other person shall permit the student

- (a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or
- (b) to remain in the classroom or place without taking part in the instruction or exercises.

1988 cS-3.1 s33;1990 c36 s16

LEARNING RESOURCES

Policy

Alberta Learning selects, acquires, develops, produces, translates and authorizes the best possible instructional materials for the implementation of approved programs of study.

Learning Resource Categories

In terms of provincial policy, learning resources are those print, nonprint and electronic software materials used by students or teachers to facilitate learning and teaching. Many learning resources, both publisher-developed and teacher-made, are available for use in implementing elementary, junior high and senior high programs. Decisions about the selection and use of resources are a local matter and should take into account student skill levels, interests, motivations and stages of development.

Alberta Learning authorizes learning resources in three categories:

- basic student learning resources
- support student learning resources
- authorized teaching resources.

Authorization indicates that the resources meet high standards and can contribute to the attainment of the goals of the program. However, the authorization of resources does not require their use in program delivery. Under section 60(2) of the *School Act*, school boards may approve materials for their schools, including resources that are withdrawn from the provincial list. Many school boards have delegated this power to approve resources to school staff or other board employees under section 61(1) of the *School Act*.

Basic Student Learning Resources

Basic learning resources are those student learning resources authorized by Alberta Learning as the most appropriate for addressing the majority of outcomes of the course(s), substantial components of the course(s), or the most appropriate for meeting general outcomes across two or more grade levels, subject areas or programs as outlined in provincial programs of study. These may

include any resource format, such as print, nonprint, computer software, manipulatives or video.

In exceptional circumstances, a teacher resource may be given basic status.

Support Student Learning Resources

Support learning resources are those student learning resources authorized by Alberta Learning to assist in addressing some of the outcomes of course(s) or components of course(s); or to assist in meeting the outcomes across two or more grade levels, subject areas or programs as outlined in the provincial programs of study. These may include any resource format, such as print, nonprint, computer software, manipulatives or video.

Authorized Teaching Resources

Authorized teaching resources are those teaching resources produced externally to Alberta Learning (for example, by publishers) that have been reviewed by Alberta Learning, found to meet the criteria of review and to be the best available resources to support the implementation of programs of study and courses, and the attainment of the goals of basic learning; they have been authorized by the Minister. Teaching resources produced as service documents by Alberta Learning are authorized by definition.

Availability

Most authorized resources are available for purchase from the Learning Resources Centre (LRC), 12360 – 142 Street, Edmonton, Alberta, Canada, T5L 4X9. Telephone 780-427-2767, Fax 780-422-9750, Internet www.lrc.learning.gov.ab.ca.

Resources are listed in the *Learning Resources Centre Resources Catalogue* and at the LRC Web site. Resources are also listed in the Authorized Resources Database at the Alberta Learning Web site. See page 1.

SECOND LANGUAGES

CONTENTS

French as a Second Language

German Language and Culture

Italian Language and Culture

Spanish Language and Culture

Ukrainian as a Second Language

ITALIAN LANGUAGE AND CULTURE GRADES 7–8–9

INTRODUCTION

Global Citizenship

Preparing youth to meet the challenges of the new millennium, in a world that is increasingly interdependent, is one of the more important objectives of language education.

Globalization and our multicultural society have increased the need for knowledge of other languages and cultures for effective communication, for better human relations within our own diverse Canadian society, and for a competitive edge in the shrinking world of economics.

Through the study of languages, students learn to recognize, respect and appreciate the cultural diversity of Canadian society and the countries of the world.

Learning Italian, just as learning any other language, develops thinking skills and learning strategies that are transferable to other learning situations.

Knowledge of Italian is helpful for understanding the development of European culture. The study of Italian also develops awareness of and sensitivity to the cultural and linguistic diversity of Canadian society.

A Means of Communication

Communication is the fundamental basis for human relationships. Italian is learned to enable communication with Italian speakers, but it is also useful in many fields of endeavour, including the study of bel canto; classical music; cultural, historical and scientific research; and travelling. Italy, as a modern industrialized country, attracts millions of people from every corner of the globe to its shores for many reasons.

Millions of Italians have migrated to many countries, including Canada, in the last two centuries. Language and culture have been retained wherever Italians have settled. Toronto, Montreal, New York and Melbourne are a few examples of cities where Italian culture has flourished and where language has been retained.

Personal and Cognitive Benefits

There is plenty of evidence to suggest that learning another language contributes to the development of first language skills and enhances not only vocabulary but improves cognitive functioning. Learning a second language increases the ability to conceptualize and to think abstractly; and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence.

Maintaining Language Skills and Cultural Connections

For those students who already have some knowledge of Italian or a family connection to the culture, there is the opportunity to renew contact with the language, culture and heritage.

Economic Benefits

In today's world, knowledge of another language and culture in general, and Italian language and culture in particular, is very valuable. It can open the door to exciting career opportunities in almost every kind of business, industry and profession. Indeed, the knowledge of another language and culture enables people to communicate and interact effectively in the global marketplace and workplace.

ASSUMPTIONS

The following statements are assumptions that have guided the development process of the Italian Language and Culture Grades 7–8–9 Program of Studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Italian as a second language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true of students who come to the class with some background knowledge of Italian and develop literacy skills in the language. It is also true for students who have no cultural or linguistic background in Italian and are studying Italian as a second language.

THE CONCEPTUAL MODEL

The aim of the Italian Language and Culture Grades 7–8–9 Program of Studies is the development of communicative competence in Italian.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Global Citizenship aims to develop intercultural competence, with a particular focus on cultures of the Italian-speaking world.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using a medium such as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to actively negotiate meaning; that is, helping others understand and working to understand others. Interactive communication generally requires more speed but less accuracy than the other two modes.

Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication; e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

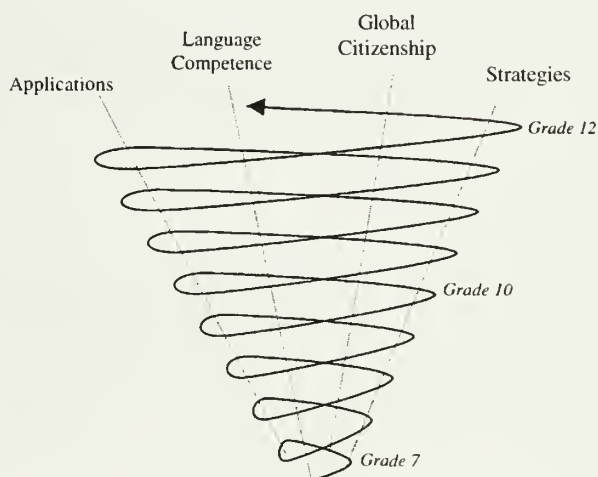
Areas of Experience

In the Italian Language and Culture Grades 7–8–9 Program of Studies, the following areas of experience are included:

Grade 7	Grade 8	Grade 9
<ul style="list-style-type: none"> • school • family • friends • time and weather • holidays • restaurants • any other areas that meet the needs and interests of the students 	<ul style="list-style-type: none"> • daily activities • camping • food • sports • travel • pets, animals • any other areas that meet the needs and interests of the students 	<ul style="list-style-type: none"> • music • clothing • movies (film) • transportation • summer vacation • technology • any other areas that meet the needs and interests of the students

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and experience with more text forms,¹ contexts and so on). The spiral also represents how language learning activities are best structured. Particular areas of experience, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is extended, reinforced and broadened with each successive pass.



ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the Italian Language and Culture Grades 7–8–9 Program of Studies and are based on the conceptual model outlined on the preceding page.

1. For a sample list of text forms, see the end of this program of studies.

Applications

- Students will use Italian in a variety of **situations** and for a variety of **purposes**.

Language Competence

- Students will use Italian **effectively** and **competently**.

Global Citizenship

- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

Strategies

- Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in the program of studies does not represent a sequential order, nor does it indicate the relative importance of each component.

Specific Outcomes

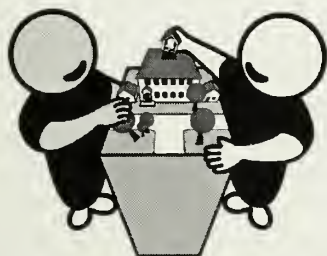
Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown as bullets in the chart on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

General Outcomes

Applications



Students will use Italian in a variety of **situations** and for a variety of **purposes**.

- to receive and impart information
- to express emotions and personal perspectives
- to get things done
- to form, maintain and change interpersonal relationships
- to extend their knowledge of the world
- for imaginative purposes and personal enjoyment

Language Competence



Students will use Italian **effectively** and **competently**.

- attend to form
- interpret and produce oral and written texts
- apply knowledge of the sociocultural context
- apply knowledge of how the Italian language is organized, structured and sequenced

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

- historical and contemporary elements of Italian-speaking cultures
- affirming and valuing diversity
- personal and career opportunities

Strategies



Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

- language learning
- language use
- general learning

Guide to Reading the Program of Studies

General Outcome for Applications

Students will use Italian in a variety of **situations** and for a variety of **purposes**.

cluster heading for
specific outcomes

for imaginative purposes and personal enjoyment

Grade 7

Grade 8

Grade 9

Students will be able to:

humour/fun

- use Italian for fun; e.g., learn simple riddles, jingles and humorous songs

- manipulate words or phrases to express humour

- use Italian for fun and humour; e.g., explore humorous cartoons, songs and poems

creative/aesthetic
purposes

- engage in creative activities; e.g., concrete poetry, tongue twisters

- use Italian creatively; e.g., create a picture story with captions

- use Italian creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language, write acrostic poems

personal enjoyment

- identify language activities for personal enjoyment

- use Italian for personal enjoyment; e.g., make a collection of pictures or artifacts related to Italian cultures

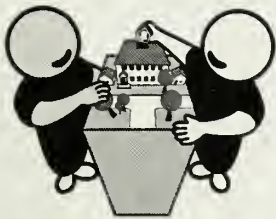
- use Italian for personal enjoyment, reflecting personal preferences and interests

read each page vertically for outcomes
expected at the end of each grade

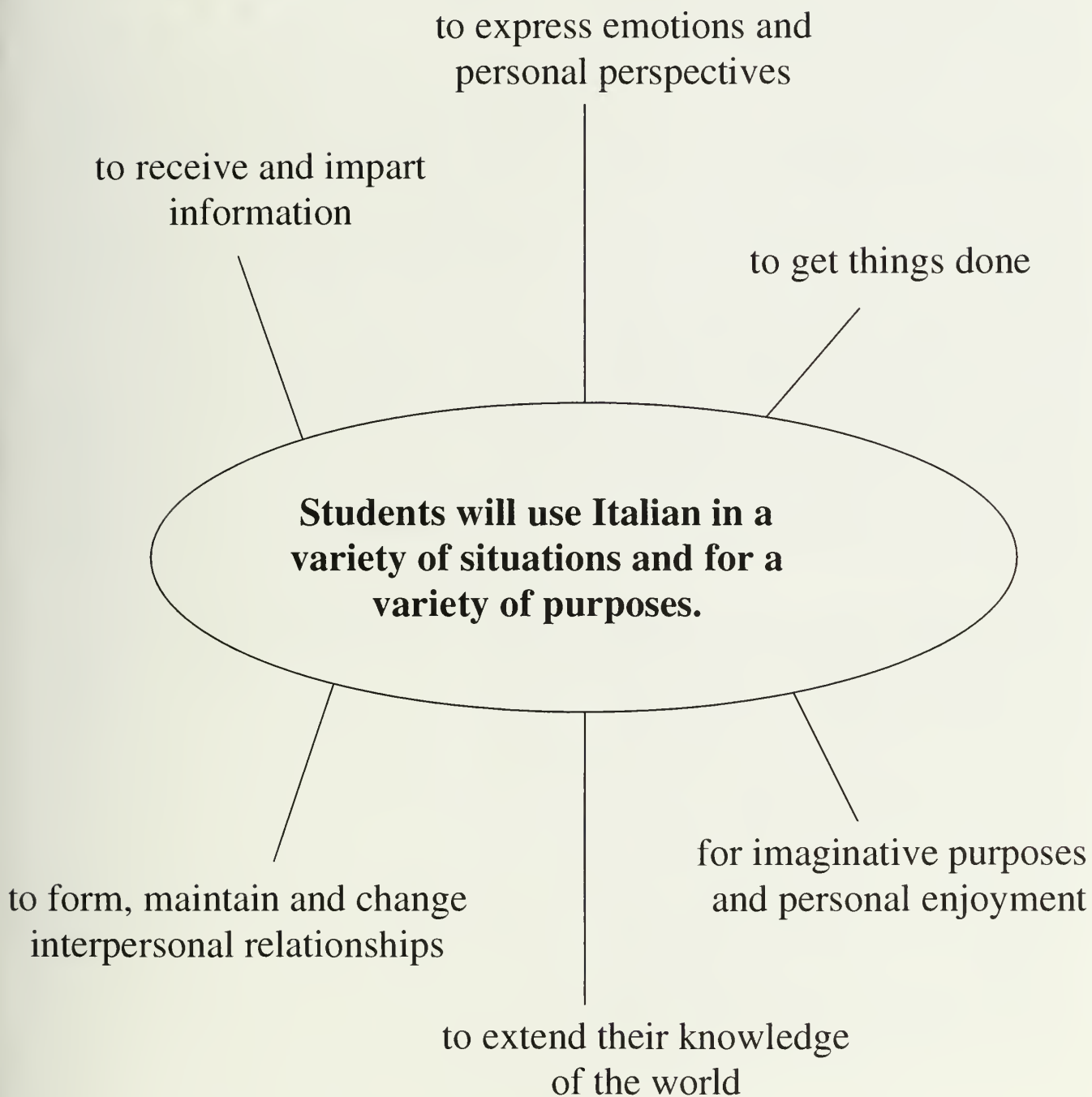
strand headings for
specific outcomes

specific outcome statements for each grade

read each page horizontally for developmental flow of
outcomes from grade to grade



Applications



APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the Italian language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate. This functional competence, also called actional competence,² is important for a content-based or task-based approach to language learning where students are constantly engaged in meaningful tasks.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands, which show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways; e.g., “This is my dog.” As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled “manage group actions” has been included to ensure that students acquire the language necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading “to extend their knowledge of the world” will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Italian language.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

2. Marianne Celce-Murcia, Zoltán Dörnyei and Sarah Thurrell, “Communicative Competence: A Pedagogically Motivated Model with Content Specifications,” *Issues in Applied Linguistics* 6, 2 (1995), pp. 5–35.

General Outcome for Applications

Students will use Italian in a variety of **situations** and for a variety of **purposes**.

to receive and impart information

Grade 7

Grade 8

Grade 9

Students will be able to:

- | | | | |
|------------------------------|--|--|---|
| share factual
information | <ul style="list-style-type: none">• understand and answer simple structured questions; e.g., their name• identify people, places and things | <ul style="list-style-type: none">• ask for and provide information• describe people, places and things | <ul style="list-style-type: none">• ask for and provide information on a variety of familiar topics• describe sequences of events or actions |
|------------------------------|--|--|---|

to express emotions and personal perspectives

Students will be able to:

- | | | | |
|---|--|--|---|
| share ideas, thoughts,
opinions, preferences | <ul style="list-style-type: none">• express simple preferences• express a personal response; e.g., respond to a song or story | <ul style="list-style-type: none">• identify favourite people, places or things• express a personal response to a variety of situations | <ul style="list-style-type: none">• inquire about and express likes and dislikes• record and share thoughts and ideas with others; e.g., keep a journal of ideas for stories |
| share emotions,
feelings | <ul style="list-style-type: none">• respond to and express emotions and feelings; e.g., <i>sono felice</i> | <ul style="list-style-type: none">• ask about and express feelings such as love, sadness, surprise and fear; e.g., <i>ho paura</i>• record and share personal experiences involving an emotion or feeling | <ul style="list-style-type: none">• inquire about and express emotions and feelings• record and share personal experiences involving a feeling; e.g., <i>sono contenta</i> |

General Outcome for Applications

Students will use Italian in a variety of **situations** and for a variety of **purposes**.

to get things done

	Grade 7	Grade 8	Grade 9
<i>Students will be able to:</i>			
guide actions of others	<ul style="list-style-type: none"> indicate basic needs and wants give and respond to simple instructions and commands ask for permission 	<ul style="list-style-type: none"> suggest a course of action, and respond to a suggestion make and respond to a variety of simple requests seek, grant or withhold permission 	<ul style="list-style-type: none"> relay simple messages encourage others to perform an action, or discourage others from a course of action give and follow a simple sequence of instructions
state personal actions	<ul style="list-style-type: none"> respond to offers, invitations and instructions ask or offer to do something 	<ul style="list-style-type: none"> indicate choice from among several options express a wish or a desire to do something 	<ul style="list-style-type: none"> make an offer or an invitation, and respond to offers and invitations made by others inquire about and express ability/inability to do something
manage group actions	<ul style="list-style-type: none"> manage turn taking encourage other group members to act appropriately 	<ul style="list-style-type: none"> ask for help or clarification of what is being said or done in the group suggest, initiate or direct action in group activities 	<ul style="list-style-type: none"> encourage other group members to participate assume a variety of roles and responsibilities as group members negotiate in a simple way with peers in small-group tasks offer to explain or clarify

to form, maintain and change interpersonal relationships

<i>Students will be able to:</i>			
manage personal relationships	<ul style="list-style-type: none"> exchange greetings and farewells address a new acquaintance, and introduce themselves exchange some basic personal information 	<ul style="list-style-type: none"> initiate relationships; e.g., invite others to play apologize and refuse politely 	<ul style="list-style-type: none"> talk about themselves, and respond to the talk of others by showing attention or interest make and break social engagements

General Outcome for Applications

Students will use Italian in a variety of **situations** and for a variety of **purposes**.

to extend their knowledge of the world

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
discover and explore	<ul style="list-style-type: none"> investigate the immediate environment; e.g., use kinaesthetic, spatial and musical abilities 	<ul style="list-style-type: none"> investigate the immediate environment make and talk about personal observations 	<ul style="list-style-type: none"> explore alternative classification systems and criteria for categories discover relationships and patterns
gather and organize information	<ul style="list-style-type: none"> gather simple information organize items in different ways 	<ul style="list-style-type: none"> sequence items in different ways record and share personal knowledge of a topic 	<ul style="list-style-type: none"> compare and contrast items in simple ways compose questions to guide research identify sources of information record observations
solve problems	<ul style="list-style-type: none"> experience problem-solving situations in the classroom; e.g., in stories 	<ul style="list-style-type: none"> choose between alternative solutions define a problem, and search for solutions 	<ul style="list-style-type: none"> recognize and describe a problem, then propose solutions understand and use the steps in the problem-solving process
explore opinions and values	<ul style="list-style-type: none"> listen attentively to the opinions expressed respond sensitively to the ideas and products of others 	<ul style="list-style-type: none"> make connections between behaviour and values; e.g., in texts or role-play recognize differences of opinion 	<ul style="list-style-type: none"> express views on a variety of topics within direct experience gather opinions on a topic within direct experience

General Outcome for Applications

Students will use Italian in a variety of **situations** and for a variety of **purposes**.

for imaginative purposes and personal enjoyment

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
humour/fun	<ul style="list-style-type: none">• use Italian for fun; e.g., learn simple riddles, jingles and humorous songs	<ul style="list-style-type: none">• manipulate words or phrases to express humour	<ul style="list-style-type: none">• use Italian for fun and humour; e.g., explore humorous cartoons, songs and poems
creative/aesthetic purposes	<ul style="list-style-type: none">• engage in creative activities; e.g., concrete poetry, tongue twisters	<ul style="list-style-type: none">• use Italian creatively; e.g., create a picture story with captions	<ul style="list-style-type: none">• use Italian creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language, write acrostic poems
personal enjoyment	<ul style="list-style-type: none">• identify language activities for personal enjoyment	<ul style="list-style-type: none">• use Italian for personal enjoyment; e.g., make a collection of pictures or artifacts related to Italian cultures	<ul style="list-style-type: none">• use Italian for personal enjoyment, reflecting personal preferences and interests

Language Competence



attend to form

interpret and produce
oral and written texts

**Students will use Italian
effectively and competently.**

apply knowledge of the
sociocultural context

apply knowledge of how
the Italian language is
organized, structured and
sequenced

LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Italian language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under four cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading “attend to form,” there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through learning activities that focus on meaningful uses of the Italian language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

<p>General Outcome for Language Competence Students will use Italian effectively and competently.</p>

attend to form

	Grade 7	Grade 8	Grade 9
phonology	<ul style="list-style-type: none"> distinguish particular sounds of Italian pronounce some common words and phrases comprehensibly 	<ul style="list-style-type: none"> use comprehensible pronunciation, stress and intonation when producing familiar words or phrases 	<ul style="list-style-type: none"> recognize some of the effects that intonation and stress have in different situations
orthography	<ul style="list-style-type: none"> recognize and name elements of the writing system; e.g., letters of the alphabet and capitalization rules 	<ul style="list-style-type: none"> recognize spelling patterns and rules, and use basic mechanical features; e.g., punctuation and capitalization 	<ul style="list-style-type: none"> recognize and use some basic spelling patterns and basic mechanical conventions
lexicon	<ul style="list-style-type: none"> use a repertoire of words and phrases in familiar contexts, within the following areas of experience: <ul style="list-style-type: none"> school family friends time and weather holidays restaurants any other areas that meet their needs and interests 	<ul style="list-style-type: none"> use a range of vocabulary and expressions in familiar contexts, within the following areas of experience: <ul style="list-style-type: none"> daily activities camping food sports travel pets, animals any other areas that meet their needs and interests 	<ul style="list-style-type: none"> use a range of vocabulary and expressions in a variety of contexts, within the following areas of experience: <ul style="list-style-type: none"> music clothing movies (film) transportation summer vacation technology any other areas that meet their needs and interests recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea

(continued)

General Outcome for Language Competence

Students will use Italian **effectively** and **competently**.

(continued)

attend to form

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
	<ul style="list-style-type: none"> use, in modelled situations,³ the following grammatical elements: 		
grammatical elements	Verbs:	Verbs:	
	<ul style="list-style-type: none"> present progressive of verbs in <i>-are, -ere, -ire</i>; e.g., <i>sto studiando, sto leggendo, sto dormendo</i> 	<ul style="list-style-type: none"> imperfect of verbs in <i>-are, -ere, -ire</i>; e.g., <i>studiavo, leggevo, dormivo</i> present perfect of reflexive verbs in <i>-are, -ere, -ire</i>; e.g., <i>mi sono lavato/lavata</i> 	
	Adverbs:		
	<ul style="list-style-type: none"> comparative: <i>meno, più, meglio, peggio</i> 		
	Prepositions:		
	<ul style="list-style-type: none"> simple: <i>con, per, tra, fra</i> 		

(continued)

3. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence

Students will use Italian **effectively** and **competently**.

(continued)

attend to form

Grade 7

Grade 8

Grade 9

Students will be able to:

- use, in structured situations,⁴ the following grammatical elements:

Pronouns:

- disjunctive: *a me, a te, a lui, a lei, a noi, a voi, a loro*

Interrogatives:

- *chi, che cosa, dove, quando, come, perchè, quanto/quanti, quanta/quante*

Articles:

- definite: *il, i, la, le, l'*

Verbs:

- reflexive; e.g., *mi lavo, mi siedo, mi vesto*
- imperative of verbs in *-are, -ere, -ire*; e.g., *studia, studiamo, studiate, leggi, leggiamo, leggete, dormi, dormiamo, dormite*

Adjectives:

- possessive; e.g., *il mio, il tuo, il suo*
- demonstrative: *questo, questi, questa, queste*

Nouns:

- derivatives; e.g., *gelato/gelataio*
- diminutives; e.g., *biscotto/biscottino*

Pronouns:

- direct object: *lo, li, la, le*
- indirect object: *gli, le, loro*
- possessive; e.g., *il mio, il tuo, il suo*

Articles:

- definite: *lo, gli*
- partitive: *del, dei, dello, degli, della, delle, dell'*

Verbs:

- present progressive of verbs in *-are, -ere, -ire*
- present perfect of verbs in *-are, -ere, -ire* with *essere* and *avere*; e.g., *ho dormito, sono andato/sono andata*
- future of verbs in *-are, -ere, -ire*; e.g., *studierò, leggerò, dormirò, avrò, sarò, farò, darò*

Adjectives:

- comparative: *così* (adjective) *come*, *tanto* (adjective) *quanto*, *più* (adjective) *di*, *meno* (adjective) *di*, *più* (adjective) *che*, *meno* (adjective) *che*
- relative superlative; e.g., *il più* (adjective) *di*, *la più* (adjective) *di*

Nouns:

- compound; e.g., *capolavoro*

Pronouns:

- relative: *a cui*

Verbs:

- present tense of *sapere*, *conoscere*; e.g., *so, conosco*
- imperfect of verbs in *-are, -ere, -ire*; e.g., *studiavo, leggevo, dormivo*

Negative Expressions:

- non* (verb) *più*
- non* (verb) *ancora*
- non* (verb) *mai*
- non* (verb) *niente*

(continued)

4. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

<p>General Outcome for Language Competence Students will use Italian effectively and competently.</p>
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(continued)

attend to form

grammatical elements

	Grade 7	Grade 8	Grade 9
structured situations (continued)			
		<ul style="list-style-type: none"> – demonstrative: <i>quel, quei, quegli, quell', quello, quelli, quella, quelle</i> – absolute superlative; e.g., <i>molto alto, altissimo</i> 	
		<p>Adverbs:</p> <ul style="list-style-type: none"> – comparative: <i>meno, più, meglio, peggio</i> – adjective with <i>-mente</i>; e.g., <i>lentamente, dolcemente</i> 	
		<p>Prepositions:</p> <ul style="list-style-type: none"> – simple: <i>con, per, tra, fra</i> – compound; e.g., <i>del, dei, dello, degli, della, delle, dell'</i> 	

(continued)

General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

(continued)

attend to form

grammatical elements

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
	• use, independently and consistently, ⁵ the following grammatical elements:		
	Nouns:	Pronouns:	Nouns:
	– gender and number; e.g., <i>libro/libri, penna/penne, cane/cani</i>	– disjunctive: <i>a me, a te, a lui, a lei, a noi, a voi, a loro</i>	– derivatives; e.g., <i>gelato/gelataio</i> – diminutives; e.g., <i>biscotto/biscottino</i>
	Pronouns:	Interrogatives:	Pronouns:
	– personal: <i>io, tu, lui, lei, noi, voi, loro</i>	– <i>chi, che cosa, dove, quando, come, perchè, quanto/quantità, quanta/quante</i>	– relative: <i>che</i> – direct object: <i>lo, li, la, le</i> – indirect object: <i>gli, le, loro</i> – possessive; e.g., <i>il mio, il tuo, il suo</i>
	Articles:	Verbs:	Articles:
	– indefinite: <i>un, uno, una, un'</i>	– imperative of verbs in <i>-are, -ere, -ire</i> ; e.g., <i>studia, studiamo, studiate, leggi, leggiamo, leggete, dormi, dormiamo, dormite</i>	– definite: <i>lo, gli, il, i, la, le, l'</i> – partitive: <i>del, dei, dello, degli, della, delle, dell'</i>
	Verbs:	– present perfect of verbs in <i>-are, -ere, -ire</i> with <i>avere</i>	Verbs:
	– present tense of verbs in <i>-are</i> ; e.g., <i>studio; avere and essere; fare and dare</i>	– reflexive; e.g., <i>mi lavo, mi siedo, mi vesto</i>	– present of verbs in <i>-are, -ere, -ire</i> ; e.g., <i>leggo, dormo</i> – present progressive of verbs in <i>-are, -ere, -ire</i> – present tense of modal verbs: <i>volere, potere, dovere</i> – present perfect of verbs in <i>-are, -ere, -ire</i> with <i>essere</i> and <i>avere</i> ; e.g., <i>ho dormito, sono andato/sono andata</i> – future of verbs in <i>-are, -ere, -ire</i>
	– impersonal verb <i>piacere</i> : <i>mi piace la fragola, mi piacciono le fragole</i>	Adjectives:	Adjectives:
	Adjectives:	– possessive: <i>il mio, il tuo, il suo</i> – demonstrative: <i>questo, questi, questa, queste</i>	– demonstrative: <i>quel, quei, quello, quegli, quella, quelle, quelli, quell'</i> – absolute superlative; e.g., <i>molto alto, altissimo</i> – comparative: <i>così</i> (adjective) <i>come</i> , <i>tanto</i> (adjective) <i>quanto</i> , <i>più</i> (adjective) <i>di</i> , <i>meno</i> (adjective) <i>di</i> , <i>più</i> (adjective) <i>che</i> , <i>meno</i> (adjective) <i>che</i>
	– gender and number; e.g., <i>piccolo/piccoli, piccola/piccole; grande/grandi</i>	Conjunctions:	
	– cardinal numbers; e.g., <i>uno, due, tre</i>	– <i>dopo, allora, prima</i>	
	– ordinal numbers; e.g., <i>primo, secondo, terzo</i>		
	– demonstrative: <i>questo, questi, questa, queste</i>		
	Adverbs:		
	– <i>bene, male, molto, poco</i>		
	Prepositions:		
	– simple: <i>di, a, da, in, su</i>		
	Conjunctions:		
	– <i>e, o, ma, poi</i>		
	Negative Form:		
	– e.g., <i>non studio, non leggo, non dormo</i>		

(continued)

5. **Independently and Consistently:** This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

(continued)

attend to form

Grade 7

Grade 8

Grade 9

independent and consistent usage (continued)

grammatical elements

- relative superlative; e.g., *il più* (adjective) *di*,
la più (adjective) *di*

Adverbs:

- adjective with *-mente*; e.g.,
lentamente, *dolcemente*,
facilmente
- comparative: *meno*, *più*,
meglio, *peggio*

Prepositions:

- simple: *per*, *tra*, *fra*, *con*
- compound; e.g., *del*, *dei*,
dello, *della*, *delle*, *dell'*

Conjunctions:

- *però*

General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

interpret and produce oral and written texts

	Grade 7	Grade 8	Grade 9
<i>Students will be able to:</i>			
aural interpretation	<ul style="list-style-type: none"> understand the meaning of simple spoken sentences in guided situations 	<ul style="list-style-type: none"> understand the meaning of short, simple oral texts in a variety of guided situations 	<ul style="list-style-type: none"> understand the meaning of a variety of simple oral texts, in guided and unguided situations
written interpretation	<ul style="list-style-type: none"> understand the meaning of short, simple written texts in guided situations 	<ul style="list-style-type: none"> understand the meaning of short, simple written texts in a variety of guided situations 	<ul style="list-style-type: none"> understand the meaning of a variety of simple written texts in guided and unguided situations
visual interpretation	<ul style="list-style-type: none"> derive meaning from visuals and other forms of nonverbal communication in guided situations 	<ul style="list-style-type: none"> derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations 	<ul style="list-style-type: none"> derive meaning from a variety of visual elements in guided and unguided situations
oral production	<ul style="list-style-type: none"> produce meaningful words, phrases and short simple sentences, orally, in guided situations 	<ul style="list-style-type: none"> produce meaningful simple sentences, orally, in guided situations 	<ul style="list-style-type: none"> produce a variety of meaningful, short, simple oral texts in guided and unguided situations
interactive fluency	<ul style="list-style-type: none"> interact using simple words and phrases in modelled situations 	<ul style="list-style-type: none"> interact using a sequence of simple sentences in guided situations 	<ul style="list-style-type: none"> interact using a combination of sentences in guided and unguided situations
written production	<ul style="list-style-type: none"> produce meaningful, short, simple written phrases in guided situations 	<ul style="list-style-type: none"> produce meaningful simple sentences in writing, using familiar structures in a variety of guided situations 	<ul style="list-style-type: none"> produce a variety of meaningful, short, simple written texts in guided and unguided situations
representation	<ul style="list-style-type: none"> use visuals and other forms of nonverbal communication to express meaning in guided situations; e.g., cartoons, illustrations, fine arts 	<ul style="list-style-type: none"> use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations 	<ul style="list-style-type: none"> use a variety of visuals and other forms of nonverbal communication to express meaning in guided and unguided situations

General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

apply knowledge of the sociocultural context

	Grade 7	Grade 8	Grade 9
<i>Students will be able to:</i>			
register	<ul style="list-style-type: none"> distinguish between formal and informal situations; e.g., <i>tu, Lei</i> 	<ul style="list-style-type: none"> use simple forms of formal and informal registers, with guidance 	<ul style="list-style-type: none"> use formal and informal registers in a variety of guided situations
idiomatic expressions	<ul style="list-style-type: none"> understand and use some simple idiomatic expressions; e.g., <i>ho-fame/sete/sonno</i> 	<ul style="list-style-type: none"> use simple idiomatic expressions in a variety of situations, with guidance 	<ul style="list-style-type: none"> use learned idiomatic expressions in new contexts to enhance communication
variations in language	<ul style="list-style-type: none"> experience variations in language; e.g., regional, age-related 	<ul style="list-style-type: none"> experience variations in language; e.g., <i>babbo, papà</i> 	<ul style="list-style-type: none"> experience variations in language
social conventions	<ul style="list-style-type: none"> use basic social expressions appropriate to the classroom; e.g., <i>per piacere, grazie, scusa</i> 	<ul style="list-style-type: none"> identify important conventions in various social interactions; e.g., shaking hands, kissing cheeks 	<ul style="list-style-type: none"> recognize expressions that are appropriate in a specific situation; e.g., <i>condoglianze, auguri</i>
nonverbal communication	<ul style="list-style-type: none"> understand the meaning of and imitate some common nonverbal means of communication 	<ul style="list-style-type: none"> use a variety of simple nonverbal means of communication in guided situations; e.g., nodding for “yes” or shaking head for “no” 	<ul style="list-style-type: none"> use a variety of simple nonverbal means of communication in guided and unguided situations; e.g., waving

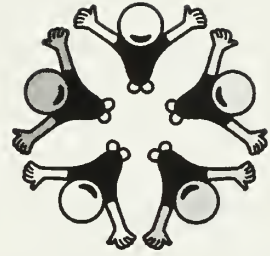
General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

apply knowledge of how the Italian language is organized, structured and sequenced

	Grade 7	Grade 8	Grade 9
<p>cohesion/coherence</p> <p>text forms⁶</p> <p>patterns of social interaction</p>	<i>Students will be able to:</i>		
	<ul style="list-style-type: none"> link words or groups of words with simple linear connections; e.g., <i>ma, perchè</i> 	<ul style="list-style-type: none"> link a sequence of sentences in an organized fashion; e.g., <i>poi, dopo, e</i> 	<ul style="list-style-type: none"> link sentences with connectors
	<ul style="list-style-type: none"> experience a variety of oral and print text forms in guided situations; e.g., lists, simple paragraphs, simple dialogue 	<ul style="list-style-type: none"> recognize and use some simple oral and print text forms in guided situations; e.g., lists, letters, stories, songs 	<ul style="list-style-type: none"> use a variety of simple text forms in guided and unguided situations; e.g., cinquain, poetry, multimedia presentations
	<ul style="list-style-type: none"> recognize and respond to simple interpersonal communication patterns; e.g., salutation patterns, leave-taking patterns 	<ul style="list-style-type: none"> initiate and respond to simple interpersonal communication in guided situations; e.g., short telephone call, e-mail message 	<ul style="list-style-type: none"> use a variety of social interaction patterns in guided and unguided situations; e.g., social invitations, ordering food in a restaurant, statement agreement/disagreement

6. For a sample list of text forms, see the end of this program of studies.

Global Citizenship



historical and contemporary elements
of Italian-speaking cultures

affirming and valuing
diversity

**Students will acquire the
knowledge, skills and attitudes
to be effective global citizens, through the
exploration of the cultures of the
Italian-speaking world.**

personal and career opportunities

GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with a broad range of knowledge, skills and attitudes needed to be effective global citizens—in other words, with the development of intercultural competence. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading “historical and contemporary elements of Italian-speaking cultures,” there are strands for the processes and methods of acquiring knowledge about Italian-speaking cultures, applications of that knowledge to aid comprehension and to communicate in appropriate ways, positive attitudes toward Italian-speaking cultures, as well as knowledge of the diversity within those cultures.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one’s own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of minority cultures. Rather than try to develop a bank of knowledge about the Italian-speaking cultures, it is more important for students to learn the processes and methods of accessing and analyzing cultural practices. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the Italian-speaking cultures they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The “affirming and valuing diversity” heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one’s own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

historical and contemporary elements of Italian-speaking cultures

	Grade 7	Grade 8	Grade 9
<i>Students will be able to:</i>			
accessing/ analyzing cultural knowledge	<ul style="list-style-type: none"> ask questions, using English, about elements of Italian cultures experienced in class make observations of Italian cultures participate in activities and experiences that reflect elements of Italian cultures 	<ul style="list-style-type: none"> seek out information about Italian cultures from authentic sources; e.g., people identify some things they have in common with people their own age who live in an Italian culture participate in activities and experiences that reflect elements of Italian cultures 	<ul style="list-style-type: none"> compare and make connections between some elements of Italian cultures and their own
applying cultural knowledge	<ul style="list-style-type: none"> identify elements of Italian cultures in the classroom explore some elements of Italian cultures 	<ul style="list-style-type: none"> identify elements of Italian cultures in the school and community 	<ul style="list-style-type: none"> identify commonalities and differences between Italian cultures and their own apply knowledge of Italian cultures to interpret similarities and differences between these cultures and their own
diversity within Italian-speaking cultures	<ul style="list-style-type: none"> experience diverse elements of Italian cultures 	<ul style="list-style-type: none"> identify some elements that reflect diversity within Italian cultures; e.g., food, costumes and dialects 	<ul style="list-style-type: none"> identify commonalities and differences among diverse groups within Italian cultures apply knowledge of Italian cultures to interpret similarities and differences among diverse groups within these cultures
valuing Italian-speaking cultures	<ul style="list-style-type: none"> participate in cultural activities and experiences 	<ul style="list-style-type: none"> participate in cultural activities and experiences identify similarities between themselves and people of the culture being studied 	<ul style="list-style-type: none"> express an interest in finding out about people their own age who speak Italian

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

affirming and valuing diversity

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
awareness of first language	<ul style="list-style-type: none"> recognize similarities between their first language and Italian 	<ul style="list-style-type: none"> recognize similarities between their first language and Italian; e.g., different spellings for similar words, cognates 	<ul style="list-style-type: none"> identify similarities and differences between their first language and Italian; e.g., different social conventions
general language knowledge	<ul style="list-style-type: none"> explore the variety of languages spoken by their schoolmates and members of their community identify similarities among words from different languages within their personal experience 	<ul style="list-style-type: none"> identify similarities and differences between writing systems for different languages 	<ul style="list-style-type: none"> recognize that within a linguistic group, people from different regions and/or social contexts may use differing pronunciation, vocabulary and structure
awareness of Canadian culture	<ul style="list-style-type: none"> recognize similarities between Canadian culture and other cultures 	<ul style="list-style-type: none"> recognize contrasts between Canadian culture and other cultures 	<ul style="list-style-type: none"> identify similarities and differences between Canadian culture and other cultures
general cultural knowledge	<ul style="list-style-type: none"> participate in activities and experiences that reflect elements of different cultures 	<ul style="list-style-type: none"> recognize that culture is expressed through a variety of forms 	<ul style="list-style-type: none"> recognize some of the factors that affect the culture of a particular region
valuing diversity	<ul style="list-style-type: none"> work and interact with others who are different 	<ul style="list-style-type: none"> engage in activities that reflect other ways of doing things or other perspectives 	<ul style="list-style-type: none"> identify the limitations of adopting a single perspective
intercultural skills	<ul style="list-style-type: none"> adapt to new situations 	<ul style="list-style-type: none"> listen with attention to the opinions of others 	<ul style="list-style-type: none"> reflect on their actions and the consequences of their actions for others

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

personal and career opportunities

	Grade 7	Grade 8	Grade 9
Italian language and Italian-speaking cultures	<i>Students will be able to:</i>		
	<ul style="list-style-type: none">• suggest some reasons for learning Italian	<ul style="list-style-type: none">• identify some personal uses they have made of their knowledge of the Italian language and Italian-speaking cultures	<ul style="list-style-type: none">• identify some careers for which knowledge of an international language is useful• identify some places that they could visit where the Italian language is spoken
cultural and linguistic diversity	<ul style="list-style-type: none">• suggest some reasons for learning an additional language• suggest some reasons for participating in activities and experiences that reflect elements of different cultures	<ul style="list-style-type: none">• identify some reasons for participating in activities and experiences that reflect elements of different cultures	<ul style="list-style-type: none">• identify some personal uses they have made of their knowledge of different languages and cultures

Strategies



language learning

language use

**Students will know and use various strategies
to maximize the effectiveness
of learning and communication.**

general learning

STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broad sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the comprehensive list of strategies below. The specific strategies provided in the comprehensive list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

COMPREHENSIVE LIST OF STRATEGIES

Language Learning Strategies

Cognitive

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of the Italian language and own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Italian or in own language
- find information, using reference materials like dictionaries, textbooks and grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- be aware of cognates whose meanings vary in different languages

Metacognitive

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text

- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems, and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive

- use words from own first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Italian
- acknowledge being spoken to
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally; e.g., *scusi, mi dispiace, non ho capito*, raised eyebrows, blank look
- ask for clarification or repetition when something is not understood; e.g., *Che cosa vuoi dire?*, *Può ripetere, per favore?*
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down; e.g., *Quello che cerco di dire è ...*

- use a simple word similar to the concept to convey, and invite correction; e.g., *pesce* for *trota*
- invite others into the discussion
- ask for confirmation that a form used is correct; e.g., *Si può dire così?*
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *ma, veramente, dov'ero*
- use circumlocution to compensate for lack of vocabulary; e.g., *quello per appendere i panni* for *attaccapanni*
- repeat part of what someone has said to confirm mutual understanding; e.g., *Allora, quello che tu vuoi dire è ...*
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., *Mi spiego?*
- use suitable phrases to intervene in a discussion; e.g., *parlando di ...*
- self-correct if errors lead to misunderstandings; e.g., *Quello che voglio dire è ...*

Interpretive

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what is expected to be heard or read, based on prior knowledge and personal experience
- use knowledge of the sound-symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading

- use skimming and scanning to locate key information in texts

Productive

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned

- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

General Outcome for Strategies

Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

language learning

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
cognitive	<ul style="list-style-type: none">• use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud	<ul style="list-style-type: none">• use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., use mental images to remember new information, repeat phrases	<ul style="list-style-type: none">• identify and use a variety of cognitive strategies to enhance language learning; e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task
metacognitive	<ul style="list-style-type: none">• use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language	<ul style="list-style-type: none">• use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., make a plan in advance about how to approach a language learning task, reflect on the listening, reading and writing process, check copied writing for accuracy	<ul style="list-style-type: none">• identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on learning tasks with the guidance of the teacher
social/affective	<ul style="list-style-type: none">• use simple social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of a friend to interpret a text, participate in shared reading experiences	<ul style="list-style-type: none">• use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively with peers in small groups, understand that making mistakes is a natural part of language learning	<ul style="list-style-type: none">• identify and use a variety of social and affective strategies to enhance language learning; e.g., take part in group work, participate in brainstorming

Further examples of language learning strategies are available on pages 32 and 33.

General Outcome for Strategies

Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

language use

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
interactive	<ul style="list-style-type: none">• use simple interactive strategies with guidance; e.g., interpret and use a variety of verbal and nonverbal clues to communicate	<ul style="list-style-type: none">• use a variety of simple interactive strategies with guidance; e.g., ask for clarification or repetition when they do not understand	<ul style="list-style-type: none">• identify and use a variety of interactive strategies; e.g., use different tactics to maintain communication
interpretive	<ul style="list-style-type: none">• use simple interpretive strategies with guidance; e.g., attend to gestures, intonation and visual supports, use illustrations to aid reading comprehension	<ul style="list-style-type: none">• use a variety of interpretive strategies with guidance; e.g., make predictions about what they expect to hear or read, listen or look for key words	<ul style="list-style-type: none">• identify and use a variety of interpretive strategies; e.g., infer probable meanings of unknown words or expressions from contextual clues
productive	<ul style="list-style-type: none">• use simple productive strategies with guidance; e.g., copy what others say or write, use words that are visible in the immediate environment	<ul style="list-style-type: none">• use a variety of productive strategies with guidance; e.g., use knowledge of sentence patterns to form new sentences	<ul style="list-style-type: none">• identify and use a variety of productive strategies; e.g., use resources to increase vocabulary

Further examples of language use strategies are available on pages 33 and 34.

General Outcome for Strategies

Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

general learning

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
cognitive	<ul style="list-style-type: none">• use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning, classify objects according to attributes	<ul style="list-style-type: none">• identify and use simple cognitive strategies to enhance general learning; e.g., write down key words and concepts in abbreviated form	<ul style="list-style-type: none">• identify and use a variety of cognitive strategies to enhance general learning; e.g., distinguish between fact and opinion when using a variety of sources of information
metacognitive	<ul style="list-style-type: none">• use simple metacognitive strategies to enhance general learning; e.g., discover how their efforts can affect their learning	<ul style="list-style-type: none">• identify and use simple metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task	<ul style="list-style-type: none">• identify and use a variety of metacognitive strategies to enhance general learning; e.g., identify their own needs and interests
social/affective	<ul style="list-style-type: none">• use simple social and affective strategies to enhance general learning; e.g., take risks, seek help from others	<ul style="list-style-type: none">• identify and use simple social and affective strategies to enhance general learning; e.g., participate in cooperative group learning tasks	<ul style="list-style-type: none">• identify and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks

Further examples of general learning strategies are available on pages 34 and 35.

SAMPLE LIST OF TEXT FORMS

The following list is not intended to be prescriptive but is provided to suggest possibilities for expanding students' experience with different text forms.

Print Texts

- Advertisements
- Biographies and autobiographies
- Brochures, pamphlets and leaflets
- Catalogues
- Dictionary and grammar items
- Encyclopedia entries
- Folk tales and legends
- Forms
- Graffiti
- Instructions and other “how to” texts
- Invitations
- Journals, agendas, diaries and logs
- Labels and packaging
- Letters—business and personal
- Lists, notes, personal messages
- Maps
- Menus
- Newspaper and magazine articles
- Plays
- Poetry
- Programs
- Questionnaires
- Recipes
- Reports and manuals
- Short stories and novels
- Signs, notices, announcements
- Stories
- Textbook articles
- Tickets, timetables and schedules

Oral Texts

- Advertisements
- Announcements
- Ceremonies
- Debates
- Formal and informal conversations
- Interviews
- Lectures
- Messages
- Oral stories and histories
- Plays and other performances
- Raps
- Reports and presentations
- Songs
- Telephone conversations

Multimedia Texts

- Advertisements
- CD-ROMs
- Comic strips
- Computer and board games
- Movies and films
- Slide/tape/CD and video/DVD presentations
- Television programs
- Web sites

